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ABSTRACT

This document, which is the first in a series of best practice documents incorporating the wisdom and experiences of New York's adult educators, presents eight learning experiences that are specifically tailored for adult learners and instructors. The following information is provided for each learning experience: (1) a brief description of the learning experience; (2) exact procedures for instructors and students to follow during the experience; (3) environmental/instructional modifications to facilitate using the learning experience for all adult learners, regardless of disability or other factors; (4) a list of required materials and supplies; (5) assessment tools and techniques; (6) approximate times required for planning, implementing, and assessing the learning experience; (7) photographs, anecdotes, and/or examples of learners at work completing the learning experience; and (8) a reflection by the learning experience's author. Topics of the learning experiences are as follows: (1) developing language skills through improvisation; (2) map reading; (3) play writing and reading using an alternative immersion approach; (4) sequencing and memory with acrostics; (5) a world peace town summit; (6) reading skill development; (7) human immune deficiency virus transmission and prevention; and (8) politics and the individual. A learning experience collection form and tips for completing a learning experience are appended. (MN)

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# Adult Education

## PART II: COLLECTION OF LEARNING EXPERIENCES

## VOLUME 1

NOTE: This supplement to *Adult Education Resource Guide and Learning Standards* is the first of a series of learning experience collections incorporating the best practices of New York's adult educators. We invite the submission of additional learning experiences which will be periodically reviewed and selections made for future documents. Learning experiences should be submitted to *Adult Education Resource Guide and Learning Standards*, Room 307 EB, New York State Education Department, Albany, NY 12234.

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# FOREWORD

The first volume of *Collection of Learning Experiences* is a companion piece to *Adult Education Resource Guide and Learning Standards.* This collection is the first in a series of best practices incorporating the wisdom and experience of New York's adult educators. The collection of learning experiences and the resource guide are important ingredients in the State Education Department's efforts to raise the standards for New York's students. These documents are works in progress that will be updated regularly.

The best practices reflected in *Collection of Learning Experiences* are the result of a pilot project in which the State's adult educators participated. In June of 1997, learning experience collection forms were broadly distributed to New York's adult education community (Appendix A). Adult educators were encouraged to submit original best practices using the format of the collection form.

The process utilized in the pilot project included an initial examination of the learning experiences to eliminate those not consistent with the requisite format. (For tips on completing the collection form, see Appendix B.) The 20 learning experiences conforming to the format of the collection form were assembled for review. To assist in the examination and analysis of the learning experiences, a forced choice checklist based on the collection form was developed.

As the pilot project progressed, a review team of adult education practitioners/teachers was selected and invited to attend a Best Practices Peer Review Workshop from August 25 to August 27, 1997 at the Rensselaerville Conference Center in Rensselaerville, New York. Each peer review team member was selected by the State's Staff Development Consortia (SDC) directors to represent their regions.

The attendees at the Best Practices Peer Review Workshop were charged with the responsibility of reviewing and selecting learning experiences most reflective of best practices and most likely to raise the standards of adult education in New York. Using a combination of the forced choice checklist and the Annenberg process developed with Department staff for the K-12 peer review process, the participants reviewed the learning experiences. Of the learning experiences reviewed those receiving the designation of best practices appear in this collection. Other submissions were consigned to one of two categories: (1) "near" best practices needing refinement, or (2) practices reflecting interesting concepts but needing more development. These learning experiences were returned to the authors with suggestions for modifications and encouragement to resubmit.

The workshop was an extraordinary experience. Each member of the peer review team displayed remarkable energy, substantive expertise, and considerable dedication in reviewing and selecting the best practices. The workshop facilitators were consistently impressed with the quality of the deliberations related to the selection of best practices. While the process utilized in the peer review pilot project needs minor adjustments, it is clear that experienced adult educators are very able to judge the extent to which a particular best practice contributes to raising the standards of adult education programming.

The process of selecting and utilizing best practices in adult education has the potential to raise standards. Developing, selecting, and trying out these resources provide wonderful opportunities for introspection and both professional and personal growth. As adult educators employ the resource guide and learning experiences, they can really examine their instructional practice, enhancing their skills and effectiveness. Adult educators who develop and submit learning experiences share what it is they do each day with their students, thereby contributing to the body of knowledge and experience called adult education and their own practice. Finally, those who work in collaboration with others to examine the current state of adult education are helping to raise standards and, at the same time, improve their own teaching through that very selection process.

Our thanks are extended to those who submitted the learning experiences and those who reviewed them. The attribution for each author in the collection appears at the beginning of the learning experience. The reviewers representing the following Staff Development Consortia include:

| | | | |
|---|---|---|---|
| Laurie Bargstedt | Mohawk Valley | Reneé J. Montana | Hudson Valley |
| Won-Ling Chew | New York City | Alex Pacific | North Country |
| Joseph Horton | Finger Lakes | Sandra Paris | New York City |
| Camille C. Linen | Hudson Valley | Wendy Rose Sanchez | Long Island |
| Kathy Long | Finger Lakes | Kim Lamar Shelton | Southern Tier |
| Alicia Martinez | Long Island | Michele Wilson | Southern Tier |

Also contributing to the creation of this document were:

Linda Headley-Walker, *Facilitator*
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This initial collection serves as a benchmark of adult learning experiences and is a work in progress. As staff development is completed and teachers become involved in developing more learning experiences which reflect the standards and incorporate the unique aspects of teaching adult learners, it is expected future editions will include more adult learner work and expanded assessment techniques. This will also serve as a clear indicator of the impact of the statewide staff development efforts.

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# INTRODUCTION

On the following pages, you will find a series of learning experiences. Learning experiences are instructional strategies used by an instructor that require learners to use higher-order thinking skills. Additionally, learning standards demonstrate at least one learning standard/performance indicator and can be validated by samples of learner work. The learning experiences in this document are specifically tailored for adult learners and instructors.

The information presented in this volume was gathered via the *Learning Experience Collection Form*, a copy of which can be found in Appendix A. For more information on preparing a learning experience, see Appendix B: *Tips for Completing a Learning Experience*. To ensure consistency and "user-friendliness" of this document, each learning experience is arranged in the format described below. The learning experiences are presented as submitted by the authors, except in cases where clarification was needed for statewide applicability.

I. A short description of the **Learning Context** opens each learning experience. This explanation provides the reader with a basic understanding of the nature of the learning experience. It may also include special skills and knowledge learners must have in order to successfully complete the activity. The Standards and Performance Indicators that have direct links to the learning experience are also identified in this section.

II. The **Procedure/Activities** of the learning experience are presented next. This section explains in detail exactly what the learners and instructors do. In some cases, the description of activities includes approximate time of completion for each activity.

III. **Environmental/Instructional Modifications** are provided to facilitate the use of the learning experience for *all* adult learners, regardless of disability or other factor.

IV. **Materials and Supplies** for completing the learning experience are listed. Some materials, such as handouts, are included in this document. If not provided, suggestions for obtaining the resources are offered.

V. For each learning experience, the methods and procedures for evaluating the progress of adult learners is detailed in the section entitled **Assessment Tools and Techniques**.

VI. The **Time Required** for planning, implementing, and assessing the learning experience is approximated.

VII. A key component of the learning experiences is **Adult Learner Work**. This section might include photographs, anecdotes, and examples of learner work.

VIII. Each learning experience concludes with **Reflection** by its author. This is an opportunity for the author to comment on the lesson in terms of input from learners, current scholarship, or suggestions for expansion.

DEVELOPING LANGUAGE SKILLS THROUGH THE CREATIVE DRAMA TECHNIQUE OF

# IMPROVISATION

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The purpose of this learning experience is multi-faceted and is reflected in the Theater Arts Standards at the Commencement level:

a) To use creative drama to communicate ideas and feelings.

b) To imitate experiences through role-playing, storytelling, and improvisations.

c) To use language, voice, gestures, movement, and observation to express experiences and communicate ideas and feelings.

d) To interact with others in improvisation.

The use of improvisation obviously creates simulated and creative experiences in which the adult learner can participate within a secure, safe learning environment. Thus, it can be used for the practice of a variety of real-life, everyday experiences that might occur within the family, workplace, and community. Not only are the immediate participants involved, but so is the audience; everyone benefits.

***Improvisations can take place in small or large groups in various levels of classes. Basic vocabulary will obviously vary greatly from level to level.***

Improvisation can be used with adult learners, especially beginners, who need to know the basic vocabulary applicable to the specific experience. For example, improvisation "At the Bank" requires such vocabulary as: teller, manager, branch, deposit, savings, checking accounts, ATM, etc. More advanced learners need only know the experience to be improvised and should be encouraged to use spontaneity and expressivity in language, listening in interpersonal communication, and creative problem solving.

Adult learners are constantly seeking opportunities to practice the use of newly acquired vocabulary. Aside from on-the-job training that uses limited vocabulary, in most cases, adult learners are anxious to use their acquired language in solving problems and interacting with other speakers of English without the help of a translator. Improvisation works very well in these circumstances.

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*Standards & Performance Indicators*

**English Language Arts**

1 Read, write, listen and speak for information and understanding.

3 Read, write, listen, and speak for critical analysis and evaluation.

4 Read, write, listen, and speak for social interaction.

**The Arts**

1 Actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

2 Be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Health, Physical Education, and Family and Consumer Sciences**

3 Understand and be able to manage their personal and community

**Career Development & Occupational Studies**

1 Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

| Activities - Adult Learners | Activities - Teachers, Coaches |
|---|---|
| a) Learn a specific vocabulary related to the improvisation. | a) Select, list, and review the specific vocabulary. |
| b) Take a specific role in the improvisation. | b) "Set the stage" for the improvisation: assign roles with clarity, describe the setting, and pose the problem (never the solution) that will be presented in the improvisation |
| c) Understand the roles they are playing and the setting in which the improvisation occurs. | c) Coach the participants (players) by adding new elements ("what ifs" in theater terms) and new characters as needed. |
| d) Observe and listen to each improvisation for better comprehension. | d) Call on audience for "on the spot" participation or feedback |
| e) Follow the improvisation as an audience and be better prepared to join in as needed. | |

### *Materials & Supplies*

--Teachers should establish **vocabulary lists** for all learners, according to level.

--**Blackboard or large pieces of oaktag** can be used to write specific vocabulary for improvisation or **handouts** can be provided to the group the previous day.

--**Chairs and tables** can be organized to become any setting.

--The use of **props** is optional, but can enliven any creative experience. For example, improvisation (improv) at a clothing store can include use of specific articles of clothing; improv at the fruit and vegetable part of a market can include samples.

***A comfortable, acoustically sound environment will add to the success of the experience. However, poor acoustics can also make students try harder to be heard, which, in itself, is a lesson***

### *Assessment Tools & Techniques*

As informal assessments, the learners and teachers discussed the good and not-so-good parts of the improvs following each session. Assessment included how well the learners responded to the changing situation and how well they understood what was going on in the improvisation.

Suggestions for future tools and techniques for assessment:

- ✓ *Pre-improvisation self-assessment by learner*: Write down feelings about participating in activity in front of others.
- ✓ *Post-improvisation self-assessment by learner*: Write down feelings about experience. Compare to pre-improv feelings.
- ✓ *Specific language skills evaluation by both learner and teacher*. Use numbers 1-5 as grades, with 5 being highest.

| | |
|---|---|
| (1) Use of specific vocabulary | 1-5 |
| (2) Involvement in activity | 1-5 |
| (3) Feeling of spontaneity | 1-5 |
| (4) Confidence in role-playing | 1-5 |
| (5) Listening comprehension | 1-5 |
| (6) Interaction with others | 1-5 |
| (7) Response to change | 1-5 |
| (8) Creative problem solving | 1-5 |

- ✓ *Listing of areas that can be improved*, needing more attention.
- ✓ *Use of recording equipment to assess progress*: Once a regular routine of using improvisations is established, audio and video taping can be introduced only if learners are involved in the decision to use these devices. Recording can be very intimidating for language students and might become more of a hindrance if introduced too soon in the process.

## *Time Required*

**Planning:** Allow ½ hour for listening, defining, and discussing specific vocabulary. Set up situation prior to implementation, if desired.

**Implementation:** Total of one hour -- Teacher direction or set up time is five minutes. Improvisations last three to five minutes. Teacher should intervene before improv becomes "played out." Five improvisations per session is maximum. All improvs per session should relate to the same setting. Use "recorder" to list new vocabulary words related to setting as they are used.

**Assessment:** Ten to fifteen minutes for pre-and post-improv written self-assessments. Five to ten minutes for specific skills evaluation. Ten to fifteen minutes for group discussion.

## *Adult Learner Work*

Four one-hour sessions with a large group of multi-level learners (approximately 50 people) and two one-hour sessions with small groups (10-15 people) were held at an adult literacy community-based site this summer. In the larger group, the beginner level learners were intimidated at first by the more advanced learners' skills and confidence. However, the intimidation gradually gave way to an atmosphere of mutual trust and support.

The value of improvisation as a language developer can be demonstrated through the following anecdotes:

| | | |
|---|---|---|
| Beginning learners were teamed with more advanced ones for certain improvisations and felt comfortable and supported by fellow learners. Example: Improv in the emergency room. | | All levels of learners on a daily basis were suggesting new and different situations for improvisation work. Learners acted like they had an "investment" in the improvisation technique. |
| Two learners who had never spoken in front of a group were able to do so in the improvisational experience as the real-life atmosphere was non-threatening and familiar to them. Example: Improv in a restaurant. | Learners from different levels were friendlier to each other and interacted more readily than prior to this experience. | Teachers who had never used improvisations before and were unfamiliar with creative drama techniques took the ideas back to their smaller groups and felt an even higher comfort level for practicing speaking and listening. |

## *Reflection*

Improvisation is a skill that is highly personal and yet highly interpersonal at the same time. It serves as a stimulant for perceiving and understanding one's changing environment. "My higher level class became so skilled, they provided 'on-site' training for new learners and teachers alike. This training experience was somewhat frightening for my students, but I constantly consulted with them about their ideas and feelings and asked them to discuss the feedback they received from others."

Improvisation obviously enhances listening and speaking skills, but its other benefits include:

a) Enhancement of ability to use specific language to fit specific situations.

b) Involvement in simulated situations that can change at a moment's notice and thereby provide unique stimuli for the spontaneous use of appropriate language.

c) Development of spontaneity in the use of language as required in real-life situations.

d) Confidence building by enhanced ability to respond to real-life situations and try to solve them "on the spot."

e) The fine-tuning of listening and interpretive skills through the variety of improvisations practiced.

f) Interaction with fellow-learners in positive and creative ways. Everyone is learning by doing!!

g) Learning, thinking, and speaking "on your feet" rather than through memorization of dialogues that may or may not relate to real-life situations.

h) Teachers and learners constantly changing roles, alternating as coach, director of the improvisation, and writer.

# MAP READING EXERCISE

This experience should improve a student's ability to read and understand train or other kinds of maps. This new knowledge can be useful in finding the best way to get to school, work, or anywhere in their community. In the case of my program, a job seeker who has interviews in several parts of the city will benefit from knowing the subway system.

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***I saw the need for this assignment when I noticed students were uncertain about using public transportation. When a class trip required that students meet at the trip destination instead of school, many students were worried about how to get there. One student was so frightened that she didn't make the trip.***

### *Standards & Performance Indicators*

**English Language Arts**

| | |
|---|---|
| 1 | Read, write, listen, and speak for information and understanding. |
| 3 | Read, write, listen, and speak for critical analysis and evaluation. |
| 4 | Read, write, listen, and speak for social interaction. |

**Health, Physical Education, and Family and Consumer Sciences**

| | |
|---|---|
| 3 | Understand and be able to manage their personal and community resources. |

**Social Studies**

| | |
|---|---|
| 3 | Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface. |

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**For success with this learning experience, students need to:**

- understand map directions: north, northeast, east, southeast, south, southwest, west, northwest.
- find information arranged in rows and columns.
- recognize map symbols and apply them to the questions in the handout.
- use coordinate points (C5, H7, A3) to find specific things on the map. In addition, knowledge of finding coordinate points on a map can be transferred to finding coordinate points on a geometry grid.

Students work in groups with subway maps open on their desks. Students interact with a four-page handout, a subway map, and the other students in the group. Alternative maps can be used and an appropriate handout developed for use in other parts of the State.

**Activity 1**

The teacher presents the following information before distributing the subway maps and HANDOUT: Map Reading.

a) Map Directions

b) Using Map Symbols — Students should be aware of the symbol guide at the lower left of this map. These symbols can be recorded on handouts for the learners, on an overhead transparency, or on newsprint.

c) Finding information from a row and column arrangement of data.

d) Using coordinate points to find a particular place on the map (upper and lower right on the subway map). This can be illustrated with a handout, an overhead transparency, or newsprint.

**Activity 2**

Adult learners work in groups to answer the four pages of questions. While the students are working on the questions, the teacher is circulating from group to group, ready to assist and clarify, if necessary.

**Activity 3**

After the groups have completed the 42 questions, the questions and answers are read aloud by the students.



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### *Instructional/Environmental Modifications*

With a lower level group of students, the following modifications may be considered:

- The teacher works with the whole class on the first few questions before the students complete the assignments in groups.
- The teacher reviews the following vocabulary words with the students: Local, Express, Shuttle, Coordinate Points, Symbols, Rush Hours, MetroCard. Since these apply to a subway map, different vocabulary words would be chosen if a different map is utilized.
- More time is spent previewing map directions, coordinate points, and map symbols before giving out the maps and handouts.

With a more advanced group of students, the following modifications may be considered:

- Make this learning experience an individual homework assignment, rather than a group assignment in class.
- Less time is spent previewing map directions, coordinate points, and map symbols before giving out the maps and handouts.
- Learners write essays about their experiences and views concerning public transportation.

## *Time Required*

**Planning:** About ½ hour
**Implementation:** About 1¼ hours
**Assessment:** About 1 hour

NOTE: Time requirements are flexible based on level of students. The lesson has potential for expansion depending upon the area and transportation chosen.

## *Materials & Supplies*

--Each adult learner is given a New York City Subway map (available in bulk for free by calling 718: 694-4900) or other appropriate map and corresponding HANDOUT: *Map Reading.*

## *Assessment Tools & Techniques*

- ✓ When previewing this assignment, the teacher is assessing learner knowledge of map directions, coordinate points, map symbols, and data arrangement in rows and columns. As a formal pre-assessment, the map and questions 1(a), 5, 17, and 20 from the handout can be used. Give the learners five minutes to complete the pre-assessment. Then give the correct answers, but don't explain why they are correct. Proceed with the lesson and have students answer the handout. Check for differences in their answers from the pre- to post-assessment.
- ✓ The teacher is assessing learners while observing the groups as they answer the 42 questions.
- ✓ The teacher is assessing student writing when reading learner answers. This is especially true for questions 24, 25, 26, 35, 36, and 42.
- ✓ After the groups have finished, the teacher is assessing learner ability to read aloud as students read the questions and answers. In addition, the teacher is asking follow-up questions similar to the written ones. Learners may want to be in pairs or small groups for giving answers.
- ✓ A similar follow-up learning experience based on the Brooklyn Bus Map gives students more practice and teachers another chance for assessment.

## *Reflection*

Learning should connect with how students live their lives at home and at work. This practical learning experience empowers students to master the subway system, which millions of New York City residents depend on. It expands their horizons by making it easier for them to explore their city and get where they need to go.

This experience deals with Social Studies Standard #3 by using the subway map to reinforce local geography. In our technological society, information is often presented in color in row and column arrangements. The subway map is an example of this.

This assignment can be used at various reading levels. It gives students a chance to read, write, listen, and speak. Students work in groups, which is important in the workplace.

# MAP READING

Name_____ Date_____

1) Which direction are you traveling? The possible answers to the following questions are: **north, northeast, east, southeast, south, southwest, west, northwest.**

   a) You take the 2 train from Flatbush Avenue to President Street. _____

   b) You take the 2 train from President Street to Flatbush Avenue. _____

   c) You take the shuttle train from 42nd Street-Grand Central Station to 42nd Street-Times Square. _____

   d) You take the shuttle train from 42nd Street-Times Square to 42nd Street-Grand Central Station. _____

   e) You take the 3 train from Utica Avenue to New Lots Avenue. _____

   f) You take the 3 train from New Lots Avenue to Utica Avenue. _____

2) Which trains stop at Stillwell Avenue in Coney Island? _____

3) Which trains are closest to the New York Aquarium? _____

4) Which trains take you to the Bronx Zoo? _____

5) Which trains take you to Yankee Stadium? _____

6) Can you take the D train to the Museum of Natural History? (Hint: Look at B8-B10) _____

7) Which trains ride north/south on the East Side of Manhattan? _____

8) The A train starts on 207th Street in Manhattan. What are the four possible last stops in Queens? _____

9) How many local stops does the A Express skip between 125th Street and 59th Street in Manhattan? _____

10) Which local train has the same route as the A Express from Euclid Avenue in Brooklyn to 145th Street in Manhattan? _____

11) How many stations are on the Franklin Avenue Shuttle? _____

12) Which trains can you transfer to at the southern end of the Franklin Avenue Shuttle? _____

13) Which trains can you transfer to at the northern end of the Franklin Avenue Shuttle? _____

14) Under what street does the L train ride in Manhattan? _____

15) Which trains go over the Williamsburg Bridge? _____

16) Which train(s) end(s) at Continental Avenue in Queens? _____

17) Which trains stop at Queens Plaza? _____

18) Which trains stop at Queensboro Plaza? _____

19) Which trains stop at Roosevelt Island? _____

20) Which statement is true about traveling to LaGuardia Airport? _____

a) You can get there by train.
b) You can get there by MetroNorth.
c) You can take a train and switch to a bus.
d) You can't go there by public transportation.

21) Which train on this map takes people to and from New Jersey? _____

22) No New York City Transit train goes to Locust Manor (G-10). Which train goes there? _____

23) How many hours a day can you call (718) 330-1234 for travel information in English? _____

in Spanish? _____

24) Look at the small rectangle box (10K-10L) at the southeast corner of the map. What can you learn from it?

_____

_____

_____

_____

25) Look at the large rectangle box (A-D and 5-10) at the northeast corner of the map. What can you learn from it?

_____

26)Look at the rectangle box (J-L and 2-4) in the southwest quadrant of the map. What can you learn from it?

_____

_____

_____

27) How many hours each weekday are rush hours? _____

28) At what time does the late night train schedule begin? _____

29) Which four stations are closest to the beaches in Brooklyn? _____

_____

_____

_____

30) What do the squares or diamonds with the white letter or number represent?

_____

_____

_____

_____

31) Look at the Flatbush Avenue-Brooklyn College Station. Why is the 2 train a square and the 5 train a diamond?

_____

32) Find the Franklin Avenue Station where you can get the 2, 3, 4, 5 trains. Why is the 5 in lighter print?

_____

33) How many shuttle trains are on this map? _____

34) Put an X in the middle of each shuttle route on the map.

35) How are shuttle routes different from regular routes?

36) Can you take the Z train at all hours on all days (C8 - C10)? Explain your answer.

37) You take the 3 train to Atlantic Avenue during rush hour. Name the nine other New York City trains you can transfer to:

38) You take the 3 trains to Fulton Street in Manhattan during rush hour. Name the eight other trains you can transfer to:

39) Can you transfer from the F train to the 7 train at Roosevelt Avenue in Queens?

40) Can you transfer from the F train to the 7 train at Queens Plaza?

41) Which languages are on the back of the subway map?

42) List all the ways you can get a subway map.

# PLAY WRITING AND PLAY READING

## An Alternative Immersion Approach

During a four-week session, with classes meeting twice a week for three hours, adult learners increased their vocabulary; their competence in conversation, grammar, spelling, reading, pronunciation, and writing; and self-confidence in small-group and large-group settings.

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This learning experience is important and has been successful for the following reasons:

(1) Instruction prepares learners to participate in reading with their children and other young relatives and to participate in school-related activities such as parent association meetings where it is useful to speak, however briefly, in a public setting.

(2) Instruction prepares learners to participate in small-group and large-group meetings in a workplace where it is useful to be able to read or recite prepared material and participate in discussion with fellow-employees or employers.

(3) Learners' need for this experience was assessed by virtue of placement in ESOL class. The brief duration of a summer session presented an appropriate setting for a change to a closed-end, product-oriented program.

## *Standards & Performance Indicators*

**English Language Arts**

| | |
|---|---|
| 1 | Read, write, listen, and speak for information and understanding. |
| 2 | Read, write, listen, and speak for literary response and expression. |
| 3 | Read, write, listen, and speak for critical analysis and evaluation. |
| 4 | Read, write, listen, and speak for social interaction. |

***Standards & Performance Indicators (cont'd.)***

**The Arts**

**1** Actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.

**Languages Other Than English**

**2** Develop cross-cultural skills and understandings.

## *Activities*

This learning experience unfolded as follows: First, adult learners listened to a description of the activities they would take part in during the four-week program. They listened to a reading by the teacher of two folktales, while following the text with their own copies. After each tale, the learners silently read through the story, paragraph by paragraph, signaling any need for clarification of vocabulary, idiomatic expression, and any other requirement for clearer understanding. Learners made notations directly on copy of text.

Learners then read both stories, round-robin style.

Learners voted, one by one, on which story to adapt as a drama, stating reasons for their choices. The teacher can record the votes on newsprint.

Learners were given a list of needed terms and worked out definitions: plot, character, setting, scene, narration, dialogue, scenario, script, and conflict.

Adult learners needed to be able to read, write and speak English on Level 2, ESOL. Reviewers noted that more advanced-level learners would probably get more out of the exercise.

Learners re-read story and studied vocabulary and terms as homework.

Learners, led by the teacher, constructed a scenario, and outline by scenes. The scene changes were noted when the time or place changes. The scenario was written on the chalkboard. Then, each learner copied a different section. These sections were collected by the teacher for typing and copying for the next session when the scenario was used as the guide to writing the script.

Learners, led by the teacher, using the text and the scenario, dictated the script to the teacher. They were instructed to indicate the setting and characters for each scene before beginning the dialogue. Learners decided when the narration would occur and what the narrator would say. The teacher typed and copied the script for the next class meeting.

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*Activities (cont'd.)*

The learners read and revised the script as they saw fit, checking for clarity of meaning and appropriateness of dialogue for the characters. The group commented on the clarity and appropriateness of the dialogue. When there was a lack of agreement, the learners could consult the teacher.

Learners volunteered for roles and switched them when they were sufficiently comfortable with their competence in reading the lines.

Learners read through the script several times, focusing on a different skill with each reading: following a script and coming in on cue, pronunciation, intonation, naturalness of speech, expression, emotion.

Learners made final choice of roles and rehearsed reading, sitting around a table at first and then standing and attempting some eye contact with other performers.

During this time, arrangements were made with the teacher of a class in Basic ESOL to prepare her class to be the audience. This team teacher reviewed the story, vocabulary, scenario, and script, as they became available, with her class so they were able to understand and enjoy the play reading experience as well as to increase their vocabulary and enhance listening skills.

Learners presented their dramatic reading. The audience was encouraged to respond to the performance by commenting and questioning the readers.

The learners were asked to describe their reactions to the performing experience and to evaluate the total learning experience, discussing positive and negative aspects and making suggestions as to how this program might be improved. Learners were then asked to record their reactions and their evaluations in written form.

Presentation can be taped, videoed and/or photographed. However, the adult learners should give permission before recording the presentation.

> **NOTE:** ***Some modifications of this process may be needed to encourage every student to participate. For example:***
> - ***Rely on peers to encourage one another.***
> - ***Find alternative ways to include students who may not feel comfortable performing.***
> - ***Have students try performing in small groups if they are***

### *Additional Activities Planned asFollow-Up, Time Permitting:*

Learners memorize lines to prepare for actual performance.
Learners describe and/or draw costumes, scenery, and props.
Learners plan and add staging, blocking, and gestures.
Learners present full-scale performance to group that has been prepared for the play reading.

### *Ad Hoc Learning Experiences Initiated by Learners as Needed:*

Mini-lessons evolved from requests for clarification of:

- pronunciation (wrapped/rapped, rapid), (leaves, lives)
- homophones (wail/whale)
- minimal differences (flatter/flutter, wheel/while)
- base words and affixes (dressed/undressed).

### *Instructional/Environmental Modifications*

Class composition varied from meeting to meeting due to a variety of factors, mainly hours of employment. However, the momentum of the project was maintained for several reasons.

- For one, the learners had an overview of the process and the product.
- Second, the status at each class meeting was reviewed and documented by a copy of the product at each stage: text of folktale, scenario, script.
- Third, the momentum was maintained by the fluidity of the roles as all learners practiced all parts until the actual presentation. Learners had copies of all the completed work to take home and study between class meetings.

### *Materials & Supplies*

--Stories for adaptation
--Chalkboard
--Copying facilities
--Typewriter/PC
--Cassette or video recorder (optional)

### *Adult Learner Work*

| | |
|---|---|
| Scenario | Script |
| Audio tapes | Photos |
| | Critique of project/reaction papers |

*Time Required*

**Planning:** 2 hrs.
**Implementation:** 8 class meetings of 3 hrs. each

***Planning:*** Library search for appropriate story collections and subsequent selection of stores offered to learners.

***Implementation:***

**Meeting 1**
Discuss project overview, steps in process, product.
Preliminary readings and vocabulary study.
Select story to be adapted.

**Meeting 2**
Review vocabulary and theater terms.
Re-read for plot.
Develop scenario.

**Meetings 3-4**
Using text and scenario, write narration and dialogue.

**Meeting 5**
Read, review, and revise script as needed.
Begin to rehearse with focus on cues and pronunciation, changing roles as comfort level dictates.

**Meetings 6-7**
Rehearse play reading with focus on naturalness of delivery.
Discuss motivation of characters.
Develop expression and intonation appropriate to age, social position, rank, and physical attributes of individual characters.

**Meeting 8**
Final rehearsal and presentation.
Discussion with audience.
Class discussion and critique of project.
Written evaluation and reaction.

### *Assessment Tools & Techniques*

- ✓ Given a list of stimuli, learners define vocabulary words and special theater vocabulary orally or in writing.
- ✓ Learners read from the script using correct pronunciation and in natural style of speech, as observed by team teachers.
- ✓ Cassette and video recorders can record pre- and post-experience performance.
- ✓ Audience response, oral and written.

## *Reflection*

The various abilities of the adult learners can be addressed by the built-in practice/repetition that is natural in preparing for a dramatic reading. The more able students read first and model for the less able.

In the writing activities, the higher performing students do the recording while the less able writers dictate.

Learners have the opportunity to improve and expand skills as they discuss and listen to a variety of readings by classmates.

Story telling and story listening have universal appeal and learners enjoy as they improve skills in this non-threatening activity.

Learners are encouraged to relax and abandon certain restraints as they "get into character." Putting on a mask or another persona is usually a very liberating act.

# SEQUENCING AND MEMORY WITH ACROSTICS

This exercise modeled the use of acrostics as a critical thinking tool to improve memory and stressed the importance of proper order of sequence for adult learners at the GED level. Students often demonstrated weakness in sequencing steps in mathematical problem solving and often complained of difficulty in retaining information gleaned in the classroom and workplace. They also often joked about forgetting lists, relationships, and other information needed in their personal lives.

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## *Standards & Performance Indicators*

**English Language Arts**

| | |
|---|---|
| 1 | Read, write, listen, and speak for information and understanding. |
| 3 | Read, write, listen, and speak for critical analysis and evaluation. |
| 4 | Read, write, listen, and speak for social interaction. |

**Career Development & Occupational Studies**

| | |
|---|---|
| 2 | Demonstrate how academic knowledge and skills are applied in the workplace and other settings. |
| 3a | Demonstrate mastery of the foundation skills and competencies essential for success in the workplace. |

In addition to the learning standards addressed above, this exercise incorporated the following SCANS competencies:

- Participation as a member of a team
- Interpreting and communicating information
- Knowing how to learn
- Sociability
- Mental visualization
- Creative thinking
- Self-esteem

## *Activities*

After distributing a diagram of the planets, the teacher pointed out that science students would be expected to remember the names of the planets in order. This led to a brief discussion of the necessity of memorization in school, the workplace, and the home.

The teacher introduced the mnemonic device of acrostics and demonstrated the acrostic technique on the board, using the already-familiar "**P**lease **e**xcuse **m**y **d**ear **A**unt **S**ally" sentence that the class had frequently used to remember the order of math operations (**P**arentheses, **E**xponents, **M**ultiply, **D**ivide, **A**dd, **S**ubtract).

The teacher then asked each student to compose an acrostic sentence using the first letter of each planet in order from the sun. Those who struggled paired up with other students and worked together. The resulting sentences were read aloud, generating much laughter and, in some cases, assistance if sentences were incomplete or did not make sense. The class was then asked to work together as one group to generate an acrostic sentence for the order of the planets. This sentence was the result:

**M**y **v**ery **e**xpensive **m**ink **j**ust **s**oaked **u**p **n**uclear **p**articles.

(**M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune, **P**luto)

Students copied the sentence in their notebooks, recited it aloud several times, and were asked to repeat the sentence half an hour later. The teacher asked students to recall and write the sentence the next day, three days later, and two weeks later. Everyone was able to recall the sentence, even months later.

Another exercise suggested by the reviewers was to have the group write an acrostic sentence for the word "mnemonic." The class would discuss the meaning of mnemonic and apply the same techniques as above to remember how to spell it.

Students liked using the mnemonic device so much that a subsequent lesson on using acronyms (such as MADD, AIDS, SNAFU, and HOMES) was developed.

***No physical modifications of the setting were required. Instructional modifications were:***

***(1) pairing students who had difficulty generating a sentence with others who were able to do so, and***

***(2) giving practice to some students with a shorter, easier sequence, such as the steps followed in long division (Mommy, Daddy, Sister, Brother for Multiply, Divide, Subtract, Bring down).***

### *Time Required*

**Planning:** Approximately one hour to find an appropriate example of text containing a sequence.
**Implementation:** Approximately one hour, depending upon the amount of discussion generated.
**Assessment:** 15 minutes

### *Assessment Tools & Techniques*

- ✓ Adult learner progress was measured by asking students to recite and write the acrostic sentence after various time lapses.
- ✓ Additional practice was done on other sequential lists that were encountered in the class during the year.

### *Adult Learner Work*

The following are examples of students' individual efforts to generate an acrostic sentence before the group generated one together:

*Mary voted early Monday just so Uncle Ned (was) pleased.*

*My very elegant mother jumped softly under nine planets.*

*Many varied elves made jelly sandwiches using nine plates.*

### *Materials & Supplies*

--No special materials or supplies are needed, other than providing a sequence that needs to be remembered.

### *Reflection*

This exercise was FUN. It generated cooperation, creativity, camaraderie, and a sense of mastery. Students often mentioned the lesson at much later dates. It gave students confidence that they could remember a sequence as simple as a shopping list or list of chores or as complex as steps required in a difficult workplace assignment. The exercise could easily be modified for all levels of adult students.

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*This activity reflects current scholarship in my field and best adult education practices by encouraging students to become familiar with the workings and interconnectedness of the community. Students must research information, analyze that information, and articulate it both verbally and on paper. They must engage in problem-solving techniques from various perspectives in a variety of situations.*

The learners who participated in this learning experience are at-risk youth who have dropped out of school and are participating in *YouthBuild*, a four-fold program by which they achieve their GED, learn leadership skills and personal responsibility, study carpentry, and participate in the reconstruction of their neighborhood. This group of individuals, ranging in age from 17 to 22, has a wide range of academic abilities.

Too many individuals neither vote nor are aware of what occurs in their community. They don't believe that their community's politics, economic stability, or common practices impact them. This instruction encourages learners to explore their communities by conducting research about these factors.

Understanding the workings of the communities is beneficial to learner's everyday lives. It creates a sense of awareness and personal power within the individual. Learners completing this activity more clearly understand civic and community operation and the career responsibilities of local community members.

### *Activities*

Teacher informs learners that this is a three-day exercise, including two class periods and one day in between for research. Learners are asked to research job duties in the community. By interviewing community members, they will gather information about local professionals.

Learners receive HANDOUT: *The Event*. Upon reading the handout, learners ask questions and discuss suggestions. Teacher asks learners to brainstorm some ideas of how this exercise can be best accomplished. Some of the questions a teacher might ask learners during a brainstorming session are:

"What kind of question does one ask during an interview?"

"How long will you conduct an interview?"

"How long does a good interview take? "

"What is an interview?"

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To prepare for interviewing, learners list questions they will ask different individuals. Learners should act out mock interviews with first the teacher, and then other learners, as interviewee.

***Standards & Performance Indicators***

**English Language Arts**

| | |
|---|---|
| 1 | Read, write, listen, and speak for information and understanding. |
| 4 | Read, write, listen, and speak for social interaction. |

**The Arts**

| | |
|---|---|
| 3 | Respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. |

**Health, Physical Education, and Family and Consumer Sciences**

| | |
|---|---|
| 2 | Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. |

**Career Development & Occupational Studies**

| | |
|---|---|
| 1 | Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. |

**Mathematics, Science & Technology**

| | |
|---|---|
| 7 | Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. |

**Social Studies**

1 Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York State.

2 Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## *Time Required*

**Planning:** Minimal -- approximately enough time to compile maps and information about community offices.

**Implementation:** About 15 minutes to explain activity.
About 30 minutes for students to read handout and discuss.
Three days for the activity, including the initial class period, one day in between, and a second class period for concluding discussion and sharing of students' work.

**Assessment:** Depending upon class size, about two hours reading and correcting individual work.

Ongoing observation and assessment of students during class time including teacher availability to answer questions and address comments while learners are engaged in their research.

## *Instructional Modifications*

Learners who cannot do research outside of the school, cannot leave the school environment, or who are not physically able to work outside a structured environment may use the telephone to call community members for interviews. Teacher assistance may or may not be necessary for learners to use career information books or manuals. Some learners may require additional coaching and assistance, which may be provided by other learners or by the teacher. These modifications render the lesson fully adaptable to physically or learning challenged individuals.

### *Materials & Supplies*

--Blackboard
--Paper/steno pad
--Pencil
--Local library/career manuals
--Maps and information regarding community offices and local places of commerce
--HANDOUT: *The Event*

### *Assessment Tools & Techniques*

- ✓ Observation and one-on-one contact with each student while he/she is engaged in classroom work.
- ✓ Observation of student's participation in group discussion and noting student's ability to analyze and evaluate information as well as the ability to ask higher level questions.
- ✓ Reading and grading student's individual work.

***This lesson is fully adaptable to physically or learning challenged individuals in that those who need extra attention can get it from their peers or the instructor. Those who are not able to research outside of the school setting will be supplied with needed alternative materials.***

### *Transferable Skills*

This learning experience provides skills useful to one's family, community, and career life, such as:

- an overview of problem-solving techniques and research skills which are necessary for understanding the functions of various professions.
- knowledge of the interrelatedness and interconnectedness of a community.

### *Reflection*

Students will discuss the relevance of this exercise. They will compare their initial thoughts and reactions and their subsequent thoughts and reactions. Students will discuss the merit that an activity like this has had upon them both socially and personally. They will further discuss if and how they feel that this activity has changed their thinking.

This activity relates to other transferable work skills by encouraging the student to move out of the classroom and into the real-life situations. The student must operate as an interviewer and a researcher as well as a thinker and an individual.

# THE EVENT

DIRECTIONS: *Please read and imagine the following event. Try to visualize and consider all the complexities that will arise from this event. Then, on a separate sheet, address all questions with complete answers and explanations. You will be expected to substantiate your answers by submitting a report/notes that you have taken during your interview.*

*You may choose to present your findings to the class. Good luck and have fun!*

---

There are 100 heads of state coming to an environmental summit in your town. These leaders will include presidents, queens, princes, princesses, dictators, and military leaders, et al. They are meeting to discuss environmental issues and are expected to have several meetings during their week-long stay.

1. What other individuals might show up at this event either as participants or as spectators?

2. How will this impact the community?

3. What will the following professionals have to anticipate regarding this event?

**LIST OF LOCAL PROFESSIONALS/GROUPS**

| | | |
|---|---|---|
| Chief of police | Traffic coordinator | Mayor |
| Hotel/motel managers | Restaurant owners | City jail warden |
| Department of Public Works | Newspaper editors | TV news |
| Radio and television stations | Health clinics and hospitals | Store owners |
| School administrators | Church ministers/priests | Others? |

4. Explain, *giving as much detail* as you can, what each listed professional will have to do . . .
   a) . . . before this summit?
   b) . . . during this summit?
   c) . . . and after this summit?

5. What other individuals locally, nationally, and internationally do you think will be affected by this event?
   a) Why?

   b) In what way?

# READING! READING! MORE READING!

The goal of this lesson is to motivate learners to devote more time to reading, increasing their literacy skills, and to utilize community resources. This lesson is most strongly related to English Language Arts.

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***Standards & Performance Indicators***

**English Language Arts**

| | |
|---|---|
| 1 | Read, write, listen, and speak for information and understanding. |
| 2 | Read, write, listen, and speak for literary response and expression. |
| 4 | Read, write, listen, and speak for social interaction. |

In motivating learners to read more, other intended outcomes of this learning experience are related to developing an interest in reading to their children. In doing so, learners can communicate with their children on topics of interest and learn to teach their children through books and library resources. Assessing the outcomes of this learning experience includes looking at the use of the library and other resources and the frequency of reading to their children and other family members.

**NOTE: This activity should be used with adult learners at an intermediate reading level.**

**Activity 1**
(60 minutes)

Learners brainstorm to create a list of reading interests, sports, cooking, family stories, adventure, music, history, etc. Instructor can facilitate the discussion by asking questions such as:

"What do you like to watch on TV?"
"What jobs/careers are you interested in?"
"What would you like to know more about?"
"What would you like your children to know more about?"
"What kind of people do you like to hear about?"
"What kind of activities are you interested in?"

The instructor should display some of the reading material which he or she enjoys.

Learners brainstorm good times during the day or week to read to themselves and/or to their children and environments that are conducive to reading. Learners schedule specific blocks of time during a day or week for reading. Learners record all reading, including letters, recipes, magazines, etc., in a log.

**Activity 2**
(field trip)

Instructor schedules a field trip to the local library, arranging for a presentation on the library and its contents with the local librarian. If reading activities or other programs for preschoolers and their parents are offered, learners can sign up for them.

**Activity 3**
(field trip)

Instructor schedules a field trip to a day-care center, an elementary school, a senior citizen's home, or a hospital to read voluntarily to others who may be unable to read. Learners can also schedule time to read to their own children or to elderly neighbors. Learners discuss afterwards or in the next class how they felt while reading to others (proud, scared, nervous, happy, etc.).

**This learning experience includes two visits as part of the instructional activities. For many reasons, these visits may be beyond the reach of an adult education program. Be creative in thinking of alternatives like visiting a daycare center in the education facility or walking to a neighborhood senior citizen center. Perhaps the facility to which you are providing the volunteer reading has transportation.**

**Activity 4**
(20 minutes)

Learners discuss what types of television shows their families watch and how much time they spend in front of the television set. The group discusses the benefits of reading over television watching. Parents can discuss the importance of pre-reading activities for their children and discuss ways to foster their children's emergent literacy. Learners make a pact to spend a certain amount of time each day reading to their children or a family member. Learners should indicate in their logs if they are reading to their children or another family member.

### *Assessment Tools & Techniques*

- ✓ Learners have brought their children to the library.
- ✓ Number of learners obtaining library cards.
- ✓ Number of learners reading more frequently to their children or family members.
- ✓ Learners indicate they read more often.
- ✓ Learners use the library to obtain information.
- ✓ Learners record log, listing all material they read including recipes, letters, magazines, etc.

### *Time Required*

**Planning:** 2 hours
**Implementation:** 1½ classes, two half-day field trips
**Assessment:** 1 hour

### *Reflection*

Adult learners are more receptive to reading about areas in which they are interested and often return to education so that they can read to their children. Reading helps adult learners increase their self-esteem.

### *Materials & Supplies*

--Phone calls to the local library for a visit.

--A variety of reading materials at various reading levels.

--Age-appropriate reading materials for children.

--Different reading materials: magazines, newspapers, how-to-manuals, comic books, novels, etc.

--Calls to community resources for a field trip.

# HIV TRANSMISSION AND PREVENTION

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In today's society, many individuals are at risk of contracting HIV disease in the various situations encountered in their daily lives. For this reason, it is imperative that they know how to prevent the transmission of HIV disease in the home, workplace, school, and the community. This lesson[1] is designed to provide the information necessary for adult learners to understand how HIV is transmitted and the impact of positive health behaviors on lowering the risk of contracting HIV.

### *Standards & Performance Indicators*

**English Language Arts**

**1** Read, write, listen, and speak for information and understanding.

**2** Read, write, listen, and speak for literary response and expression.

**Health, Physical Education & Family and Consumer Sciences**

**2** Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

---

NOTE: A list of community service programs in New York State is included in this lesson.

---

[1] Adapted from *HIV Education for Adult Literacy Students: A Guide for Teachers* with permission from Hudson River Center for Program Development, Inc.

**Activity 1**
(30 minutes)

Instructor asks adult learners to complete HANDOUT: AIDS Myth/Fact Sheet. Learners then brainstorm:

"What is AIDS? What do you know about it?"

"How do you get HIV/AIDS?"

Instructor maps responses, using either lists or mind maps. Mind maps are very appropriate for brainstorming, since they are not linear.

As a measure of learning, learners then revisit HANDOUT: *AIDS Myth/Fact Sheet* either individually or as a class, depending on reading level.

Instructor introduces vocabulary that will be encountered in videotape.

**Activity 2**
(30 minutes)

Learners watch videotape, such as "AIDS: What Everyone Needs to Know." Instructor pauses tape at appropriate times for classroom discussion or clarification.

*The incorporation of video in this lesson accommodates visual learners and beginning readers and writers. Small groups also address the needs of beginning readers and writers.*

**Activity 3**
(45 minutes)

Class is divided into small groups. Small groups list ways of transmitting and preventing HIV. Each group reports back to the class. Results of the groups are compared to the results from the handouts.

As groups report back, instructor charts (on chalkboard or newsprint) how HIV can be transmitted and how to prevent transmittal. Instructor can add anything that was left out. Class reads the final list.

**Activity 4**
(10 minutes)

As a reflective writing exercise, learners write three <u>new</u> facts they learned about the transmission and prevention of HIV. Instructor collects handouts and reflections to assess learners' understanding.

***Adding other materials for beginning readers, such as illustrations, audiotapes, hands-on demonstrations, and guest speakers, could vary this lesson.***

### *Assessment Tools & Techniques*

- ✓ Instructor uses an observation checklist when observing students in large and small group discussions.
- ✓ Instructor assesses students' reflective writing.
- ✓ Learners complete HANDOUT: *AIDS Myth/Fact Sheet* prior to and following instruction.

### *Time Required*

**Planning:** Practitioners should allow a minimum of 2 hours to review the content outline, select an appropriate videotape, and "become comfortable" discussing AIDS and HIV.

**Implementation:** 2 classes

**Assessment:** 1 hour

### *Reflection*

This lesson focuses on a very important topic for adult learners. It can be readily expanded to address Mathematics, Science, and Technology by incorporating graphs and tables and by discussing cells and the concept of virus transmission. By adding more reading exercises, English Language Arts could be strengthened. The study of AIDS/HIV also has implications for social studies and workforce preparation (health careers).

### *Materials & Supplies*

--Newsprint and markers or chalkboard and chalk

--HANDOUT: *AIDS Myth/Fact Sheet*

--"*AIDS: What Everyone Needs to Know*" or other appropriate videotape

--VCR and monitor

-- *Community Service Programs* list

# AIDS Myth/Fact Sheet

***Directions:*** Place a check in front of each statement you think is true.

____ 1. You cannot catch HIV, the virus that causes AIDS, by sitting next to someone in class who has it.

____ 2. Not having sex is one way to prevent the transmission of HIV.

____ 3. People can look and feel good and still transmit HIV.

____ 4. People who shoot drugs and share needles can become infected with HIV.

____ 5. There is a shot to prevent AIDS.

____ 6. Women cannot transmit HIV.

____ 7. Having unprotected sex puts you at risk for becoming HIV infected.

____ 8. Everyone infected with HIV has developed AIDS.

____ 9. A person can get AIDS from giving blood.

____ 10. Most children with AIDS got it from an infected mother.

____ 11. A person who is worried about being infected with HIV can be tested for it.

____ 12. There are both national and state toll-free telephone hotlines you can call for information about HIV or AIDS.

(Statements 1, 2, 3, 4, 7, 10, 11, and 12 are true.)

## Community Service Programs

Philip Glotzer, Executive Director
AIDS Center of Queens County
97-45 Queens Blvd., Suite 1220
Rego Park, NY 11374
718/896-2500 Tel 718/275-2094 Fax

Michael Crinnin, Executive Director
AIDS Community Resources of Central NY
627 W. Genesee Street
Syracuse, NY 13204
315/475-2430 Tel 315/472-6515 Fax

Ronald Silverio, Chief Executive Officer
AIDS Community Services of Western NY
206 S. Elmwood Avenue
Buffalo, NY 14201
716/847-0212 Tel 716/847-0418 Fax

Richard Joseph, Executive Director
AIDS Council of Northeastern NY
88 4th Avenue
Albany, NY 12202
518/434-4686 Tel 518/427-8184 Fax

Paula Silvestrone, Executive Director
AIDS Rochester
1350 Universtiy Avenue, Suite C
Rochester, NY 14607
716/442-2220 Tel 716/442-5049 Fax

Sharen Duke, Executive Director
AIDS Service Center of Lower Manhattan
80 5th Avenue, 3rd Floor
New York, NY 10011
212/645-0875 Tel 212/645-0705 Fax

Diane Arneth, Executive Director
Staten Island AIDS Task Force
42 Richmond Terrace, 2nd Floor
Staten Island, NY 10301
718/981-3366 Tel 718/981-3626 Fax

Thelma Crawford, Director/Operations
Bronx AIDS Services
1 Fordham Plaza, Suite 903
Bronx, NY 10458
718/295-5605 Tel 718/733-3429 Fax

Elaine Greeley, Executive Director
Brooklyn AIDS Task Force
465 Dean Street
Brooklyn, NY 11217
718/783-0883 Tel 718 638-0191 Fax

Michael Isbell, Assoc. Executive Director
Gay Mens Health Crisis
129 W. 20th Street
New York, NY 10011
212/337-3351 Tel 212/337-1236 Fax

Gail Barouh, Ph.D., Executive Director/CEO
Long Island Association for AIDS Care
755 Park Avenue
Huntington, NY 11743
516/385-2451 Tel 516/385-2496 Fax

Jeff Kraus, Executive Director
Mid-Hudson Valley AIDS Task Force
2269 Saw Mill River Road, Bldg. 1S
Elmsford, NY 10523
914/345-8210 Tel 914/785-8227 Fax

Diane Brown, Executive Director
Southern Tier AIDS Program
122 Baldwin Street
Johnson City, NY 13790
607/798-1706 Tel 607/798-1977 Fax

# POLITICS AND YOU

Sarah Hughes
Hudson River Center for Program Development, Inc.
102 Mosher Road
Glenmont, NY 12077-4202
(518) 486-4757 (518) 474-2801 fax

The goal of this lesson is to encourage participation in political activities to empower learners as citizens. This learning experience provides adult learners with reading comprehension exercises, practice of research skills, opportunities to work as team members, understanding of political processes, opportunity to practice/develop analytical skills, exercises in the relationship between cause and effect, and a sense of civic duty. Learners also become acquainted with alternative ways to act on their concerns. Politics and You is most strongly connected to English Language Arts and Social Studies.

## *Standards & Performance Indicators*

**English Language Arts**

**1** Read, write, listen, and speak for information and understanding.

**3** Read, write, listen, and speak for critical analysis and evaluation.

**4** Read, write, listen, and speak for social interaction.

**Social Studies**

**5** Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

**Activity 1**
(60 minutes)

Learners are asked to identify articles in newspapers related to "politics." The instructor asks the learners to list words from the article which are related to "politics." Words are recorded on newsprint. Learners convene in small groups of four to six and, using the recorded words, produce a definition of politics. Each small group records the definition on newsprint, displays it, and reads it to the rest of the class. By consensus, learners either accept one of the definitions or modify one to satisfy them.

**Activity 2**
(60 minutes)

The instructor asks learners to write down the impact that politics has had on their lives and their families' lives. For example, the instructor might ask: "What is the impact of . . .

. . . reducing Medicaid or Medicare benefits?"
. . . welfare reform?"
. . . layoffs from government agencies or businesses?"
. . . increases in property taxes?"
. . . changes in immigration law?"

Instructor records each impact as either positive (+) or negative (-) on the newsprint. When all the concerns have been recorded, learners discuss how the community or country is affected by these impacts. Several strategies for acting on these concerns should be elicited from the group. Possible strategies include: telephone or written contact with legislators, meetings with legislators, letters to the editor, expression of opinions on a talk radio show, voting, picketing, boycotts, and neighborhood or community meetings.

***A safe and healthy environment where students feel free to express their ideas and opinions are critical to this learning experience.***

Learners convene in small groups of four to six learners. Using HANDOUT: *Action Planning,* instructor assigns one cause and impact to each small group. The groups are to respond with appropriate strategies and actions per the previous discussion. If the strategy includes contact with a legislator, the group researches the appropriate person to contact. After planning has occurred, each group reports to the class which strategy will be implemented. The small groups agree on completion dates for their actions and report results at that time. Learners prepare to update the class on their progress at an interim meeting.

**Activity 3**
(20 minutes)

At the interim meeting, progress is shared among the group. Letters, meeting schedules, arrangements for distributing voter information, etc. are exchanged at this point. Questions about the strategies, actions, and obstacles in their implementation are also discussed. Brainstorming to resolve problems then takes place.

**Activity 4**
(30 minutes)

When the completion dates have passed, the small groups report their strategies, actions, and the results, if any. Discussion includes the effectiveness and appropriateness of the action and the feelings of acting on a concern which has negative consequences.

### *Assessment Tools & Techniques*

- ✓ *Numbers of adult learners who register to vote.*
- ✓ *Observation, group discussion, behavior modification.* Teacher can pose associated questions on government, local politics, and cartoons from other resources such as newspapers, texts, television news, etc.
- ✓ Learners report *reading newspapers and news magazines more often.*
- ✓ Learners are *more confident about speaking* to a class.

### *Time Required*

**Planning:** 1 hour
**Implementation:** 3 classes
**Assessment:** 2 hours

**Note: Reviewers strongly recommend this lesson be continued and not limited to three classes.**

### *Materials & Supplies*

--Pencil and paper
--Telephone book
--Newspapers, news magazines
--Scanning of the newspapers to identify issues
--Other reading and writing materials
--HANDOUT: *Action Planning*

### *Reflection*

New teachers can implement this learning experience. Involving learners in the political process and activities, enabling them to advocate for themselves, their families, and their communities, is vital to adult learning experiences. It brings civics to a personal level.

Classrooms with a variety of adult learners, including those with disabilities and from different cultural backgrounds or socio-economic backgrounds, bring different perspectives to political thought. Exercises in analytical thinking will help learners meet all of the learning standards. Teamwork helps learners communicate more effectively. Adults are able to apply concepts when they experience them through activities related to their lives. Most adults entering adult education classrooms are not involved with politics.

# Action Planning

Directions: *Fill in the following information to develop an action plan.*

**Group Members:**

**Cause:**

**Negative Impact:**

**Selected Strategy:**

| ACTIONS | PERSON RESPONSIBLE | DATE |
|---|---|---|
| | | |

**Barriers:**

**Results:**

# Adult Education

## APPENDIX A:

## LEARNING EXPERIENCE COLLECTION FORM

## *THANK YOU--*

***for your invaluable contribution to teaching and learning for the adult learners of New York State.***

## Please review

- ✓ *Learning Experience Information Form.*
- ✓ *Description of Learning Experience Outline.*
- ✓ *Learning Standards Checklist.*
- ✓ *Adult Learner Work Permission Form* (SAMPLE).

## Please return

- the completed *Learning Experience Information Form.*
- the completed *Learning Standards Checklist.*
- your *Description of Learning Experience* (typed or printed clearly—no pencil).
- samples of *Adult Learner Work* to:

Adult Education Resource Guide
Adult, Family and Alternative Education Team
Room 307 EB
Albany, New York 12234

## Please suggest

- additional resources such as professionally developed books, magazines, films, videos, laser discs, interactive CDs, software, and electronic media related to your field of work which may be included in other sections of the *Guide.*
- current education research that supports your teaching and your adult learners.
- a great quote from an adult learner or educator.

# NEW YORK STATE PEER REVIEW PROCESS
# CRITERIA FOR REVIEW OF LEARNING EXPERIENCES

### *RELATION TO LEARNING STANDARDS*
Does this learning experience clearly link to performance indicators for the specified standards? Does it require students to understand and use ideas, perspectives, tools and/or methods that are central to the learning standards?

### *CONSTRUCTION OF KNOWLEDGE*
Does this learning experience require students to construct their own knowledge: work out genuine understanding of what they are taught? Do they have to discover information? Do they have to organize, synthesize, interpret, explain, or evaluate information?

### *CHALLENGE*
Is the learning experience appropriately challenging to students?

### *ENGAGEMENT*
Does the learning experience, as presented, seem likely to engage students and press them toward learning?

### *ASSESSMENT PLAN*
Does the experience incorporate elements of good assessment: clear criteria to guide work, feedback on work in progress, reflection on work completed?

### *ADAPTABILITY*
Is the learning experience adaptable to other classrooms and other students? Or does it require a very narrowly drawn population of students and/or undue expense or extraordinary circumstances?

### *VALUE BEYOND SCHOOL*
Does this experience focus on a problem/situation connected to the world beyond school? Does the teaching make this evident?

### *PRESENTATION*
Is the learning experience clearly written and fully developed so that other teachers have a real understanding of what is happening in the classroom and can relate to it?

# LEARNING EXPERIENCE INFORMATION FORM

Please complete the following information and return with your description of the learning experience.

***Personal Information:***

Name: _____

Address: _____
Street City State Zip

Home Phone: _____ Home FAX: _____

Internet Addresses-email: _____ WWW: _____

***Current Teaching Position:***

Grade level(s):_____ Subject(s):_____

Agency/Organization:_____

Program Manager's Signature:_____

Facility:_____

Address:_____
Street

_____
City State Zip

Phone: ( )_____ FAX: ( )_____

Internet Addresses—email:_____ WWW:_____

***Information about the Adult Learners Who Participated in the Learning Experience:***

| | Level(s) | Total Number Involved |
|---|---|---|
| ABE | | |
| Pre-GED | | |
| GED | | |
| ESOL | | |
| Employment Preparation or Job Skills | | |

Other (Specify):

***Information about the Scope of the Learning Experience***:

Select One:

- ☐ Unit of Study
- ☐ Series of Lessons
- ☐ Group Activity
- ☐ Individual Activity
- ☐ Work-related Experience
- ☐ Other—Specify:

Select One:

- ☐ Community Activity
- ☐ Independent Study
- ☐ In-Class Activity
- ☐ Project
- ☐ Family Activity
- ☐ Workplace Activity
- ☐ Other—Specify:

# DESCRIPTION OF LEARNING EXPERIENCE
## OUTLINE

Please provide us with the following information about each learning experience. Feel free to submit more than one learning experience. For each one submitted, use a separate *Learning Experience Information Form* and a separate description. Please number the response according to the outline below and be sure to write a response to all eight sections.

TITLE OF LEARNING EXPERIENCE: _____

LEARNING CONTEXT

*Describe the purpose of the learning experience, including:*

1

- the learning standard(s) and the specific performance indicators from the standards documents on which the learning experience is based;
- a description of the connection to instruction in adult experience where this instruction fits (e.g., classroom, family, workplace, or community);
- what adult learners need to know and/or be able to do to succeed with this learning experience;
- how the need of adult learners for this learning experience was assessed; and
- how this learning experience relates to a transferable work skill.

PROCEDURE

*Tell us about the procedure, including:*

2

- what the adult learners do; and
- what the teacher, counselor, coach and/or job developer do.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

*Describe the procedures used to accommodate the range of abilities in the instruction, work, family, or community setting, such as:*

3

- instructional modifications made; and
- physical modifications of the setting.

## MATERIALS & SUPPLIES

*Identify the materials, supplies and equipment needed to successfully complete this experience:*

4

- for the adult learner; and
- for the teacher, counselor, coach and/or job developer.

## ASSESSMENT TOOLS & TECHNIQUES

*Describe the:*

5

- techniques to collect evidence of the adult learner progress toward meeting the learning standards (e.g., observation, group discussions, higher analytical questioning); and
- tools used to document the adult learner progress (e.g., scoring guides, rating scales, checklists, projects, taped performance).

## TIME REQUIRED

*For each aspect of the learning experience, state the amount of time for:*

6

- planning;
- implementation; and
- assessment.

## ADULT LEARNER WORK

*Send samples of adult learner work that reflect the diversity of adult learners participating in the learning experience.*

7

- and describe the type of adult learner work submitted, such as written, video, audio, graphics, and photos; and
- describe the evidence in the adult learner work that supports your assessment of student performance.

## REFLECTION

*Comment on the learning experience, including:*

8

- how you adapt the learning experience to the needs of various adult learners;
- how it supports student progress toward attainment of the learning standards;
- how it expands the connections to other learning standards;
- how it reflects current scholarship in your field and "best" adult education practice; and
- how it relates to other transferable work skills.

# LEARNING STANDARDS CHECKLIST

For each standard area indicate the level at which this learning experience addresses the learning standards by placing an
**A=ABE, P=Pre-GED, G=GED, and/or E=ESOL**
in the appropriate box.

## ADULT LEARNERS WILL:

| | |
|---|---|
| | **ENGLISH LANGUAGE ARTS (ELA)** |
| | 1. read, write, listen, and speak for information and understanding. |
| | 2. read, write, listen, and speak for literary response and expression. |
| | 3. read, write, listen, and speak for critical analysis and evaluation. |
| | 4. read, write, listen, and speak for social interaction. |
| | **THE ARTS** |
| | 1. actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts. |
| | 2. be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. |
| | 3. respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. |
| | 4. develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. |
| | **HEALTH, PHYSICAL EDUCATION & FAMILY AND CONSUMER SCIENCES** |
| | 1. have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. |
| | 2. acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. |
| | 3. understand and be able to manage their personal and community resources. |
| | **CAREER DEVELOPMENT & OCCUPATIONAL STUDIES** |
| | 1. be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. |
| | 2. demonstrate how academic knowledge and skills are applied in the workplace and other settings. |
| | 3a. demonstrate mastery of the foundation skills and competencies essential for success in the workplace. |
| | 3b. choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. |

## ADULT LEARNERS WILL:

### LANGUAGES OTHER THAN ENGLISH (LOTE)

1. be able to use a language other than English for communication.
2. develop cross-cultural skills and understandings.

### MATHEMATICS, SCIENCE & TECHNOLOGY

1. use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. access, generate, process, and transfer information using appropriate technologies.
3. understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
6. understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

### SOCIAL STUDIES

1. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.
4. use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

# ADULT LEARNER WORK
# PERMISSION FORM

**AGENCIES**

must secure, and maintain on file,
signed permission
for all samples of adult learner work
that are submitted.

A sample permission form is on the next page.

Materials will not be returned.

## SAMPLE LETTER

*Dear Adult Learner:*

*The State Education Department needs your help in putting together an Adult Education Resource Guide. The guide will show the work of adult learners trying to meet new learning standards in New York State.*

*Your [teacher, counselor, job developer] would like to share a learning experience he/she did with you. In order for the State Education Department to choose your work, you must say it's okay and sign below.*

*Thank you for your help.*

### PERMISSION FORM

I give the State Education Department permission to use my work in the Adult Education Resource Guide. I know my work will be used to show learning experiences for adult learners. Nothing about me, including my name, will be shown in the guide.

Name (please print): _____

Signed: _____

Date: _____

# Adult Education

## APPENDIX B:

## TIPS FOR COMPLETING A LEARNING EXPERIENCE

**APPENDIX B:**

# Tips for Completing a Learning Experience

NOTE: For the purpose of submitting work for possible publication in the *Learning Experiences Supplement* to the *Adult Education Resource Guide and Learning Standards* (AERG), a learning experience is defined as an instructional strategy used by an instructor which:

- demonstrates at least one learning standard/performance indicator.
- can be validated by samples of adult learner work.
- requires adult learners to use higher-order thinking skills.

The protocol form is a guide to use in writing the learning experience. The instructor should identify, label, and respond to each of the eight items in the exact order given in the protocol.

***Please provide all information as outlined on the two-page form. All submissions should be typewritten on your own paper.***

## TITLE : Give the experience a creative name.

**I.** To set the Learning Context, briefly explain the nature of the learning experience so that the reader understands the strategy without reading the entire outline. Also, indicate where this activity fits into the curriculum and name special skills and know-ledge learners must have in order to successfully complete the strategy.

**Be sure to include:**
Your name, agency, address, telephone and fax numbers, and e-mail address.

### *Standards & Performance Indicators*

From AERG, copy the exact language of each standard and performance indicator that has a direct link to the learning experience.

**–English Language Arts**

**–Languages Other Than English**

**–The Arts**

**–Mathematics, Science, and Technology**

**–Social Studies**

**–Career Development and Occupational Studies**

**–Health, Physical Education, and Family and Consumer Sciences**

For example, **Adult Goal 2** (presented on page 46 of AERG) is most closely linked to English **Language Arts (ELA) Standard 1:**

ELA 1

READING

## Language for Information and Understanding

**Adult Goal 2:** Learners will read and construct meaning from text using a variety of materials related to own purposes.

| OBJECTIVES | EXAMPLES |
|---|---|
| **Objective A:** Learners will develop reading comprehension strategies | • Relate prior knowledge and experience to new information.<br>• Answer questions formulated during pre-reading, such as prediction or confirmation. |

---

**II. Procedure/Activities:** In detail, describe exactly what adult learners and teachers do in this learning experience.

**III. Instructional/Environmental Modifications:**

Give any space modifications that must be made in order to execute this activity for all adult learners. (Example: Tables and chairs are grouped to allow for group work/dis-cussion.)

**IV. Materials and Supplies**

--Make a complete listing of materials and supplies needed by adult learners and instructors.

--If this strategy requires the use of someone else's materials, please give credit. Also, list other source materials, providing appropriate publication credits.

**V. Assessment Tools & Techniques**

Be very specific in detailing the methods and procedures used to evaluate adult learners. If, for example, adult learners are being observed performing a role-play, list the criteria which should be noted during the observation

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## VI. Time Required

Approximate instructor time should be shown for each of the following:

**Planning** (Example: 2 hours)
**Implementation** (Example: 45 minutes)
**Assessment** (Example: 10 minutes for each learner's paper)

Include learner's time to complete the total strategy. (Example: one week)

## VII. Adult Learner Work

SAMPLES OF ADULT LEARNERS' WORK MUST BE SUBMITTED. Any rating on the work, as well as comments on the criteria used for rating, should be included.

Photographs that are submitted should be identified. Videotapes are welcome, providing:

- viewing time is no longer than five minutes
- one strategy per videotape is presented.

We regret that no slides can be accepted.

## VIII. Reflection

This is the instructor's opportunity to comment on the lesson, including input from adult learners. Reflection can include:

- suggestions for enhancing the experience for all learners.
- ideas for expanding the lesson to cover other learning standards.

Current scholarship/research and best practices in the field of adult education can also be addressed in this section.

---

NOTE: A copy of the **Student Work Permission Form** should be kept on file when adult learner work is submitted with a learning experience.

---

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
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